

## **Arabic-English Mixing among English-Language Students at Al alBayt University: A Sociolinguistic Study**

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**Abstract:** Code mixing is extensively investigated within bilingual and multilingual communities. Its actual use in various social contexts and factors influencing its frequency are examined in the current study. A sample of students majoring in English language and literature who were enrolled in one or more of the researcher's courses during the Spring semester 2021/2022 were asked to voluntarily participate in a 34-item online questionnaire about their use of code mixing (N=200). A two gender (female, male) x five academic years (first, second, third, fourth, fifth and more) x seven cumulative grade average (Distinguished, Excellent, Very good, Good, Pass, deficient, Prefer not to answer), and 5 dwelling (AlMafraq, AlZarqa, Amman, Irbid, Other city) multivariate analysis of variance (MANOVA) found significant four motivating factors on the frequency of code mixing amongst the participants: academic, linguistic, social, and psychological.

**Keywords:** Al alBayt University; Arabic; codemixing; English; Jordanian context; students' motivations.

### **1. Introduction**

English as a lingua franca is widely spread all over the globe. Jordan is no exception to this prevalence of English language which serves the communicative function in various economic, academic, and social contexts in Jordan. It is intuitively known that English as a second language is directly associated with bilingualism which is extensively utilized among Jordanian-university students. This descriptive study investigates mixing English within Arabic speech (code mixing) among students majoring in English Language and Literature at Al alBayt University.

#### **1.1 Objectives of the study**

The major aim of the current study is to establish a performance baseline of use of English within Arabic speech by students studying in the Department of English Language and Literature at Al alBayt University and enrolled in my courses in Spring semester 2021/2022. More specifically, the study aims to investigate the factors affecting mixing Arabic and English by English-language students at Al alBayt University; determine the reasons for students' use of one language rather than another; and specify the situations where they mix Arabic and English. To achieve these aims, the study followed a quantitative-method approach.

## 1.2 Research questions

The study seeks to answer the following questions:

1. To what extent do English-language students at Al alBayt University use English language in their daily speech?
2. How do demographic factors (gender, academic year, cumulative grade point average, and place of residence) affect English-language use by English-language students at Al alBayt University?
3. What are the reasons for mixing English with Arabic by English-language students at Al alBayt University: academic, linguistic, psychological, and/or social reasons?
4. When do English-language students at Al alBayt University mix Arabic and English more frequently: on campus, off campus, and/or when utilizing technology?

## 1.3 Hypotheses

The present study seeks to examine the demographic factors affecting mixing English language with Arabic, such as gender, academic year, cumulative grade point average, and place of residence. Based on the aforementioned aim, it is expected that

1. female students mix English within Arabic speech more often than their male counterparts,
2. young students mix English within Arabic more extensively than older ones,
3. students who have high cumulative grade average mix English within Arabic more often than students with low cumulative grade average,
4. students who live in Amman and Irbid mix English within Arabic more frequently than students of Zarqa and Mafraq.

This study also predicts that English-language students at Al alBayt University mix English within their Arabic daily interactions for linguistic and psychological reasons more often than for social and academic reasons.

## 1.4 Limitations of the study

The current study has various limitations, which include a) participants: the number of the study participants (N=370) does not allow for generalization of results; b) place: this study is conducted only at the Department of English Language and Literature at AABU; c) time: as time is a vital aspect in sociolinguistic studies, it not only may influence the investigated demographic factors, but also has different impacts upon the frequency of mixing English within Arabic speech among university students over many periods of time; d) data: as the researcher utilized a quantitative method approach in the current study, the collected data is considered self-reported. This signifies that a possibility of fault and/or mistaken information may be revealed by the participants.

## **2. Literature review**

Sociolinguistic studies on code mixing have been carried out since last century. This linguistic phenomenon attracts the attention of linguists to investigate the reasons beyond it, as well as its impacts, if any, on the first language. This section provides a synopsis of previous studies on codemixing. It also focuses on both motivations of mixing English within Arabic speech, and attitudes towards English as a second language. Special attention is drawn to using English within various Jordanian social contexts.

It is essential in this stage to define code mixing as a sociolinguistic phenomenon. Basically, a linguistic code is described as a medium to communicate between two or more parties used on any occasions (Hanafiah et.al. 2018: 78). Mixing two or more codes entails that different varieties are employed in one speech utterance. These linguistic varieties may therefore be accents, dialects, and/or languages. This signifies the sociolinguistic definition of code mixing as combining two or more linguistic varieties in one speech utterance in a word, a phrase, and/or a clause level. This definition triggers the fact that such interactions are performed by multilingual interlocutors who share at least two common linguistic varieties. It is also believed that code mixing usually occurs in the spoken domain (Johns et.al. 2019: 587) as it is of “Arabizi and/or Arabish” (Al Hayek 2016: 26) in the case of using English within Arabic speech among Arabic native speakers.

The available evidence from sociolinguistic studies indicates that both motivations of language speakers and their attitudes towards a language are vital in utilizing a certain code and/or codes in a particular social context. In this light, Johns, et al. (2019: 602) speculate that code mixing may be addressed differently in different communities. Many scholars (Al Hayek 2016; Budianto 2019; Salah 2021) have investigated the reasons behind code mixing and factors influencing this phenomenon in different formal contexts in various educational institutions. Generally, in his research on how teachers’ perception of students’ code mixing, Park-Johnson (2020: 125) advances in his research introduction three conventional reasons for mixing languages: a) to express individuality, b) to show solidarity, and c) to employ linguistic knowledge in the conversation. Besides that, Budianto’s (2019) findings in his descriptive research correlate with those of aforementioned studies: lexical need, clarifying a concept by repeating it, and expressing group identity which is the most dominant factor of code mixing among his study participants. This is also similar to what Masna (2020: 99) finds in her descriptive study that students of English language would be motivated to code mix to avoid misunderstanding, and to fill a lexical gap in the matrix language. This is clearly exhibited in Alkhlaifat et al (2020: 16) who affirm that the ultimate functions of using English in Jordanian doctor-patient interactions are “filling a lexical gap and accommodating to other speaker’s talk”.

Moreover, Al-Ahdal (2020) states that college students in Saudi Arabia are comfortable mixing Arabic with English in their speech. Sixty five percent of participants in his research reported that they unconsciously code mix the two languages. He finds that the most dominant factor influencing the frequency of

code mixing among college students in KSA is prestige (Al-Ahdal 2020). This is partially similar to the findings of Al Hayek (2016) and Salah (2021). Al Hayek (2016: 135) concludes that “male students are more likely to code-mix for social reasons”. It is worth mentioning that in Al Hayek’s study, she created a questionnaire with four items related to social reasons: to show off, to show students’ social class, to impress the other sex, and to imitate friends (Al Hayek 2016: 121). By the same token, Salah (2021: 107) reveals that Jordanians are socially motivated to using English within their speech due to its prestigious status in Jordan. English is also considered by Jordanians socially “advantageous” (Salem et al. 2020: 3) for wide communications. Such admiration of English among Jordanians may consequently lead to using it creatively in playful contexts to create humorous discourses among university students (Salem et al. 2020: 3). Salem et al. (2020: 9-10) reveal that using English within Arabic among university students is a deliberate activity which aims at “adding stylistic dimension to the communicative message” and making use of “additional linguistic resource available for them” in different contexts such as mocking certain propositions.

Utilizing English within Arabic speech in Jordan seems to be the norm not only in spoken contexts, but also in written advertising signs. Alomoush (2021: 17) suggests that there are three classifications of English-Arabic mixing used in advertising signs in the Jordanian linguistic landscape: “Arabic-English blends” and “Arabinglish compounds” which are utilized in signs by commercial companies, high end stores, and private agencies, whereas the third classification “Arabic-English affixed words” is utilized in signs by small business stores and governmental agencies such as municipal councils. Similarly, investigating the monolingual and multilingual practices in visual advertising in Jordan, Alomoush (2020: 20) reveals three categories of linguistic practices in written product business contexts: a) transliteration of one language into another, such as English proper names transliterated into Arabic script or vice versa; b) monolingual contexts; and c.) unrecognised and/or inventive practices of using proper names in visual advertisements.

Turning at this point to the impacts of using English, its patterns, and attitudes towards it, the current study focuses with attention on research conducted on the Jordanian contexts. Inspecting the characteristics of speech pattern among females living in the metropolitan city of Jordan, Amman, and the second biggest Jordanian city, Irbid, Drbseh (2019a; 2019b) finds that socio-economic factors have affected the frequency of using English amongst Jordanian females. He concludes that working women in Irbid use English at home and with friends more frequently than their unemployed counterparts (Drbseh 2019b). Likewise, employed women and men living in Amman use English at home more frequently than housewives and male retirees (Drbseh 2019a).

While university instructors consider the students’ level at English when deciding to follow the best teaching practices, whether to English-Arabic mix in English classrooms (Al Musa and Smadi 2017), undergraduate students have shown positive attitudes towards the role computer assisted language learning (CALL) in motivating them to learn English and improve their knowledge of

Western culture (Saeed and Al-Zayed 2018). This is closely connected to Dweik and Mohammad's (2019) findings regarding the positive attitudes of Jordanians towards English as they think it not only keeps them abreast with technology but also enables them to improve their economic status.

A final significant note that has been brought by sociolinguists is that code mixing occurs not only between different languages, but also between different varieties of a diglossic language, such as Arabic language. In this regard, recording 21 Friday sermons from various geographical locations in Jordan: cities, villages, and plains, Al-Haj Eid (2019:340) investigates "the types of functions, the forms of code-switching and subject matters that make Friday preachers code-switch from high variety to low variety". He concludes that preachers of Friday sermons in Jordan mix/switch back and forth between different varieties on Arabic language in their Friday speeches. He also categorizes the functions of the codeswitched instances as follows: to express clarity, to express directions, to express warnings, to express supplication, to express discourse markers and gap fillers, to express commendation, to express insult, to express humor, to tell proverbs, and to condemn local and foreign policies (Al-Haj Eid 2019: 347).

### **3. Methodology**

#### **3.1 Research site**

Al alBayt University (AABU) is a public university which was established after a Royal decree in 1992. It locates in North of Jordan, specifically in the eastern borderline of Al Mafraq city, 65 kilometres northeast of the metropolitan city of Jordan, Amman. After receiving the first batch of students for the first trimester (Autumn) 1994/1995, AABU was officially inaugurated under the patronage of His Majesty Late King Hussein and the presence of His Royal Highness Crown Prince Hassan. AABU now includes 9 faculties and 3 institutes offering 83 academic programs: 44 Undergraduate programs, 3 High Diploma programs, 43 Masters programs, and 2 Doctorate programs.

Officially, English and Arabic are the mediums of instruction in AABU. Arabic is used in departments of the Faculty of Arts and Humanities [with exception to the Department of English Language and Literature], Faculty of Education, and Faculty of Sharia (Islamic Studies); whereas English is the medium of instruction in Faculties of Computer science, Economy, Engineering, Medicine, Nursing, and Technology. On another linguistic note, applicants to study High Diploma, Masters and Doctorate at AABU are expected to pass ITP TOEFL or IELTS with scores above 400 and 3.5 respectively in Humanity, Sharie and Education studies; 500 and 5 respectively in Scientific studies; and 550 and 6 respectively majoring in English Language studies: Linguistics, American Literature, or British Literature.

As mentioned earlier, the current research was conducted in a public university located in Al Mafraq governorate in North of Jordan, Al alBayt University. More specifically, the research was carried out with students who were enrolled in the researcher's courses during Spring trimester 2021/2022 in the Department of English Language and Literature (N=473). The large sample size

of this study (N= 200) provides a basis for understanding the students' motivations towards using English within Arabic in their daily interactions.

### 3.2 Participants

The participants of the present study are 200 undergraduates enrolled in one or more of the researcher's courses during the second trimester (Spring) in the academic year 2021/2022. The courses were offered by the Department of English Language and Literature at Al alBays University: History of English Language (Course Code: 1302330), Phonetics (Course Code: 1302231), and Sociolinguistics (Course Code: 1302434). All the participants, who voluntarily took part in the quantitative evaluation of the study, answered the online questionnaire.

The distribution of the research participants by gender is shown in the following Table 1:

Table 1. Distribution of the participants by gender

Gender	N	%
Females	165	17.5
Males	35	82.5
Missing	0	0
Total	200	100%

The large number of the female participants involved in the present study is due to the large number of female students (N= 563) enrolled in the Department of English Language and Literature in Spring trimester 2021/2022 compared to that of their male counterparts (N= 188). More specifically, Table 2 shows the gender-distribution of students who were enrolled in the researcher's courses in Spring trimester 2021/2022 when the current study was conducted:

Table 2. Gender- distribution of the students enrolled in the researcher's courses during spring trimester 2021/2022

Course	Female Students	Male Students	Overall-Students Number
Phonetics	91	27	118
History of English Language	109	34	143
Sociolinguistics (Section 1)	101	19	120
Sociolinguistics (section 2)	69	23	92
Gender- Total number	370	103	473

Table 3. Distribution of participants by university year

University Year	Frequency	Percentage
First Year (Freshman)	0	0
Second Year (Sophomore)	83	41.5
Third Year (Junior)	79	39.5
Fourth Year (Senior)	36	18.0
Fifth and above	2	1.0
Total	200	100%

As shown in Table 3, most participants are sophomore and junior, N= 83 and 79 respectively. To justify the large number (N= 162) of sophomore and junior participants, it is important to consider the academic level of the courses taught by the researcher during conducting this study.

Table 4. Distribution of the researcher's courses by university level

Course Title	Course Code	Course Level
Phonetics	1302231	Second year
History of English Language	1302330	Third year
Sociolinguistics	1302434	Fourth year

Table 4 shows that Phonetics is classified as a second-level course at Al alBayt University, whereas History of English Language and Sociolinguistics courses are in the third and fourth levels respectively. This classification is consistent with the large number of sophomore and junior participants.

Table 5. Number of participants by cumulative grade point average (CGPA)

CGPA	Frequency	Percentage
Distinction (94- 100%)	6	3.0
Excellent (84- 93%)	66	33.0
Very Good (76- 83%)	93	46.5
Good (68- 75%)	31	15.5
Poor (60- 67%)	4	2.0

To obtain reliable feedback from the participants, the researcher asked them to declare their CGPA in the questionnaire. Table 5 shows that 46.5% of the participants are with very good CGPA and 33% are with excellent CGPA. These scores indicate high level of competence in English.

Table 6. Distribution of participants by governorate

Governorate	Frequency	Percentage
Amman	50	25
Irbid	10	5
Al Mafrq	134	67
Elsewhere	6	3

Table 6 shows that the highest number of the participants live in Al Mafraq, where AABU is located, followed by participants from Amman and Irbid respectively.

### 3.3 Data collection

The data were collected in Spring trimester of the academic year 2021/2022. After the questionnaire was created utilizing Microsoft form, its hyperlink was shared in the researcher's courses' accounts in AABU Moodle, to which the participants have access. The students were asked to voluntarily take part in the research by responding to the online questionnaire. The time duration to answer the survey questionnaire was about six minutes. The duration for accepting responses was roughly ten days starting from mid of March, 2022.

### 3.4 Questionnaire

The main aim of the questionnaire is to draw a baseline of the participants' use of English language within their daily speech. The questionnaire also aims to establish the reasons of mixing English with Arabic: academic, linguistic, psychological, and/or social reasons.

The questionnaire is divided into three parts. Part One seeks to provide detailed demographic and personal information about the participants: gender, year of study, GPA, and place of residence. Part Two seeks to provide information about four main factors for the use of English among the participants: academic, linguistic, psychological, and/or social. Each factor-variable has four items related specifically to one reason of using English among the participants. In a row, the items are followed by five response options in Likert Scale; to indicate varying degrees of frequency ranging from one (seldom) to five (always). Part Three seeks to investigate the actual use of English among the participants. It includes three situations in which the participants use English: in their daily lives (off campus), on campus and/or while utilizing technology. Each situation-variable has six items related specifically to one situation in which English is used. In a row, these items are followed with 5 response options of frequency in Likert Scale ranging from one (seldom) to five (always).

After the researcher genuinely created the questionnaire for the purpose of the current study, it was distributed to the participants. The whole research was conducted to answer Question One: "To what extent do English-language students at Al alBays University use English language in their daily speech?". Part One of the questionnaire was designed to answer Research Question Two: "How do demographic factors (gender, academic year, cumulative grade point average, and place of residence) affect English-language use by English-language students at Al alBays University?". This part seeks to elicit demographic and personal information about the participants and their influence upon using English in daily speech. Part Two of the questionnaire was formed to answer Research Question Three: "What are the reasons for mixing English with Arabic by English-language students at Al alBays University: academic, linguistic, psychological, and/or social reasons?". This part investigates the frequency of using English among the



participants in correlation with four potential reasons. Part Three of the questionnaire was designed to answer Research Question Four: “When do English-language students at Al alBays University mix Arabic and English more frequently: on campus, off campus, and/or when utilizing technology?”. This part seeks to provide detailed information about the actual and real use of English language in the daily lives of the participants.

**3.5 Reliability and Validity**

In order to examine the reliability of the questionnaire, Cronbach’s Alpha Coefficient is utilized in analysing the data. As mentioned in Sürücü and Maslakçi (2020), Cronbach’s Alpha scores between 0.5 and 0.6 indicate weak reliability, 0.6 and 0.7 indicate acceptable reliability, 0.7 and 0.9 indicate high consistency reliability. Following is the Cronbach’s Alpha score of both parts 2 and 3 of the questionnaire:

Table 7. Response items and alpha reliabilities of scales

Part	Variable	Cronbach’s alpha
2. Motivations for Using English	Social reason	0.667
	Academic reason	0.756
	Psychological reason	0.801
	Linguistic reason	0.773
3. Actual Use of English	On campus	0.691
	Daily life	0.672
	Utilizing technology	0.852

Validity test examines whether the identifiable results are correspondent with the requirements of the research method (Mohajan 2017, 70). Applying content validity tests; both factor loading and KMO, to the obtained data indicate the validity of the current quantitative research method. Following is the statistical results of factor loading test and KMO test of parts 2 and 3 of the questionnaire.

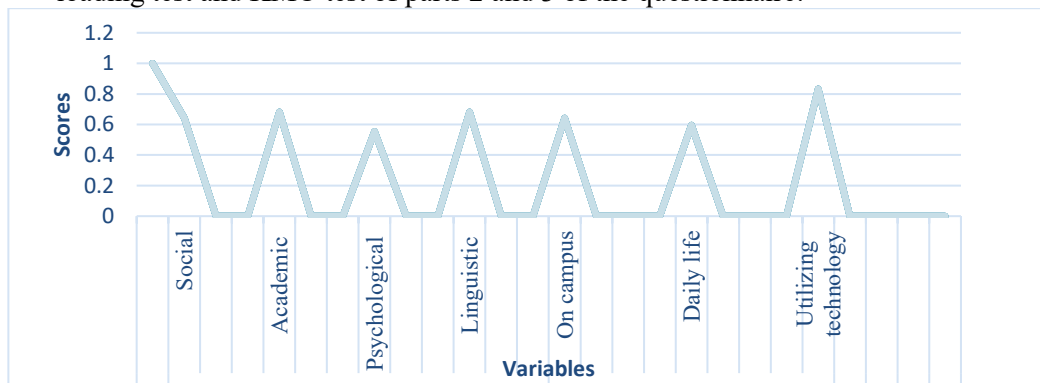


Figure 1: KMO scores to parts 1 and 2 of the Questionnaire

KMO results show that all values are higher than 0.5, which indicates that sampling is adequate. Thus, further analysis has been conducted to the obtained data to ensure the suitability and significance of the factors. Following are the results of factor loading test.

Table 8. Content validity: Factor loading test to parts 2 and 3 of the questionnaire

Part	Variable	Statements (Factors)	Factor Loading
2. Motivations for Using English	Social reason	I watch English speaking movies.	0.819
		I read newspapers and/or magazines written in English.	0.711
		I listen to radio channels, CDs or songs in English.	0.796
	Academic reason	I like using English on campus.	0.851
		I tend to use English off campus.	0.825
		I use English when talking to my tutors.	0.785
	Psychological reason	Using English makes me look more sophisticated.	0.696
		I am satisfied with my level of English.	0.685
		I have confidence speaking English in public.	0.849
	Linguistic reason	There are some words that are easier to be expressed in English than in Arabic.	0.830
		I use English when talking about literary and linguistic terms.	0.867

		I use English terms because they have no equivalent words in Arabic.	0.792
3. Actual Use of English	On campus	To express اختبار I use the English term EXAM	0.657
		Saluting my colleagues, I say HI	0.769
		Saluting my tutors, I say GOOD MORNING/EVENING	0.826
		Talking about British Literature, I use the English term	0.620
	Daily life	I use some English words while talking with my family at home	0.741
		I ask my friends: HOW ARE YOU?	0.824
		While shopping, I ask about price: HOW MUCH IS THIS?	0.623
		Cursing someone, I use English	0.654
	Utilizing technology	The screen language of my mobile is English	0.787
		I installed the English version of Microsoft Office	0.844
		I installed three or more English-speaking and/or English-written applications in my mobile	0.617

		I use the English version of Facebook	0.872
		I use the English version Windows	0.828

Being higher than 0.5m, factor loading results indicate that all twenty-five factors influence the seven variables in both parts 1 and 2.

To construct validity, a pilot study was conducted prior to embarking on this larger-scale primary study. Assessing validity, the questionnaire was distributed to a group of 67 students during the fall semester in the academic year 2021/2022. The pilot study results showed the infeasibility and inappropriateness of many factors related to the five variables. Improvements conducted to the questionnaire design helped to meet the study objectives. These improvements which included dropping the following factors can be justified by their low values in factor loading and KMO tests:

Table 9. Factors deleted from the questionnaire

Part	Variable	Statements (Factors)
2. Motivations for Using English	Social	I join workshops to improve my speaking skill in English.
	Academic	I sing English songs.
	Psychological	My marks in the exams reflect my level of English.
	Linguistic	I tend to practice conversational English.
3. Actual Use of English	On campus	I use English while talking to my tutors. I read English-written novels.
	Daily life	I read the English part in the instruction sheets for TV and/or mobile devices. I watch English-speaking movies.
	Utilizing technology	The password of my email is in English

### 3.6 Data analysis

Descriptive quantitative approach is employed to analyse the collected data via a questionnaire which was genuinely created for the purpose of this study. The participants were asked to anonymously answer the questionnaire. Then, the Statistical Package for Social Sciences (SPSS) was used to statistically analyse the collected data. The results were reported in terms of a) four motivations for mixing English with Arabic by English-language students at AABU: academic, linguistic,

psychological, and/or social; and b) actual use of English language among the participants: on campus, off campus, and/or when utilizing technology.

#### 4. Results and discussion

This section discusses the results of the descriptive statistics which summarizes the quantitative data set, and examines the participants' demographic variables, each at a time. It also presents the correlation of significant demographic variable with the factors mentioned in part 2 and part 3 of the questionnaire. It is worthy of note at this stage that part two of the questionnaire investigates the four reasons of Arabic-English mixing: academic, linguistics, psychological, and social; whereas part three examines the situations in which participants actually use English within Arabic speech: on campus, in their daily life (off campus), and/or while utilizing technical devices. Mean and standard deviation were used to analyse the data set and display the level of mixing English within Arabic speech among the participants. An evaluation score was calculated using mean rating scale. Mixing English within Arabic speech among the participants was expressed in the following three ranges: 3.6 and above is considered high; 2.6- 3.6 is of acceptable moderate rate; and scores less than 2.6 are considered of low rate and thus improvement required (Dwivedi and Pandey 2021:105).

Table 10. Descriptive analysis for overall items in each variable

Part	Construct	Mean	Std. Deviation	Level
M ot	Social	3.16	0.90	Moderate
	Academic	3.16	1.03	Moderate
	Psychological	3.16	0.91	Moderate
	Linguistic	3.43	1.02	Moderate
A ct	On campus	3.88	0.94	High
	Daily life	3.82	0.89	High
	Utilizing technology	4.08	1.10	High

Based on the results shown in Table 10, participants use English within their Arabic speech mostly for a linguistic reason, followed by the other three reasons, social, academic, and psychological. Furthermore, as reported in Figure 2, while investigating the participants' actual use of English in different situations, it is found that the participants mix English within their Arabic speech mostly when exposed to technology with a mean score of 4.8. This is followed by high tendency to use English when being on campus, and in their daily life with means scores of 3.88 and 3.82 respectively.

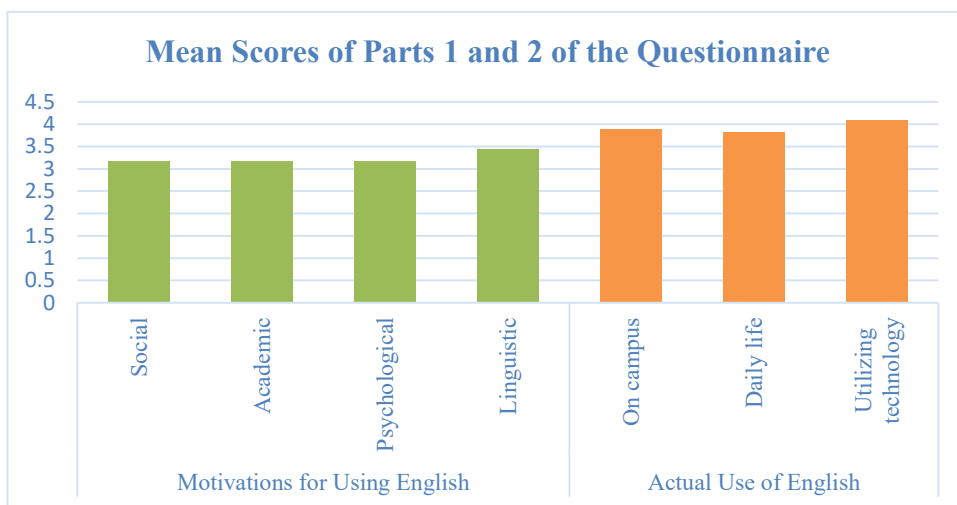


Figure 2: Mean scores to parts 2 and 3 of the questionnaire

### 4.1 Motivation for using English

#### 4.1.1 Social reason

As shown in Table 11, participants are socially exposed to English language via watching movies more frequently than listening to English speaking audio and reading pieces of writing written in English.

Table 11. Descriptive analysis of the social reason

Item	Mean	Std. Deviation	Level
I watch English speaking movies.	3.65	1.092	Moderate
I read newspapers and/or magazines written in English.	2.55	1.160	Moderate
I listen to radio channels, CDs, or songs in English.	3.28	1.228	Moderate

#### 4.1.2 Academic reason

As shown in Table 12, participants' academic use of English varies from rare to more often with mean scores of 2.87 and 3.59 to using it on campus and when conversating with tutors respectively.

Table 12. Descriptive analysis of the academic reason

Item	Mean	Std. Deviation	Level
I like using English on campus.	2.87	1.119	Moderate
I tend to use English off campus.	3.03	1.079	Moderate
I use English when talking to my tutors.	3.59	1.139	Moderate

#### 4.1.3 Psychological reason

As shown in Table 13, results indicate that although participants are psychologically moderately satisfied with their level of English language, they report high level of confidence using it in public with mean scores 2.87 and 3.75 respectively.

Table 13. Descriptive analysis of the psychological reason

Item	Mean	Std. Deviation	Level
Using English makes me look sophisticated.	3.67	1.429	Moderate
I am satisfied with my level of English.	2.87	1.382	Moderate
I have confidence speaking English in public.	3.75	1.311	High

Figure 3 shows that the items related to the psychological reason are highly correlated, followed by items related to the linguistic reason.

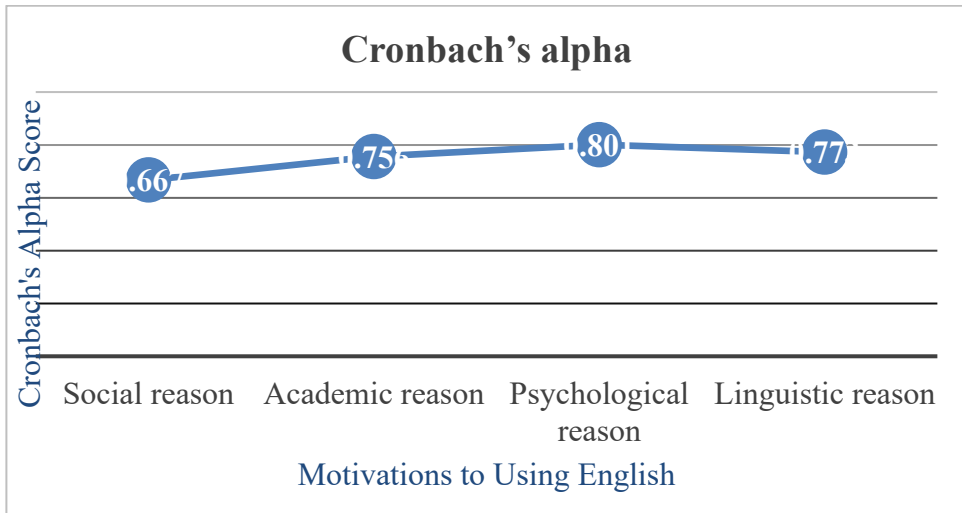


Figure 3. Response items and alpha reliabilities of scales

#### 4.1.4 Linguistic reason

As shown in Table 14, participants report that their linguistic motivation to using English lies upon ease of using English vocabulary compared to its Arabic equivalent on one hand, and lexical need on the other hand with mean scores 3.40 and 3.08 respectively.

Table 14. Descriptive analysis of the linguistic reason

Item	Mean	Std. Deviation	Level
There are some words that are easier to be expressed in English than in Arabic.	3.40	1.178	Moderate
I use English when talking about literary and linguistic terms.	3.00	1.270	Moderate
I use English terms because they have no equivalent in Arabic.	3.08	1.262	Moderate

## 4.2 Actual use of English

### 4.2.1 On campus

As shown in Table 15, the high mean score values of items 1 (*I use the English term "EXAM" when expressing اختبار*), 3 (*Saluting my tutors on campus, I use "Good morning/evening"*), and 4 (*Discussing الأدب البريطاني, I the English term*



“English Literature”), (S = 4.09, 3.82, and 3.75 respectively) indicate the participants’ high tendency to using English language on campus.

Table 15. Descriptive analysis of using English on campus

Item	Mean	Std. Deviation	Level
I use the English term “EXAM” when expressing اختبار.	4.09	1.038	High
Saluting my same-sex classmates, I use “HI”.	3.63	1.358	Moderate
Saluting my tutors on campus, I use “Good morning/evening”.	3.82	1.279	High
Discussing الأدب البريطاني, I the English term “English Literature”.	3.75	1.248	High

#### 4.2.2 Daily life

As shown in Table 16, participants tend to use English language when swearing and expressing profanity with a mean score value of 3.94.

Table 16: Descriptive analysis of using English in daily life

Item	Mean	Std. Deviation	Level
I use English when talking to my family at home.	3.85	1.162	High
Talking to my friends, I ask “How are you?” instead of كيف حالك؟	3.90	1.366	High
While clothes shopping, I ask for the price of a T-shirt “How much does it cost?”.	3.14	1.283	Moderate
Cursing someone, I use English swear terms.	3.94	1.445	High

#### 4.2.3 Utilizing technology

As shown in Table 17, participants extensively use English language when utilizing technical devices and applications. This is proven by the high mean score values (M = 4.15, 4.10, 4.08) of items 4, (English is the language of my Facebook application), 3 (I already installed three or more English-speaking applications into my mobile device and/or PC) and 1 (The input language of my mobile device is English) respectively. Astonishingly, despite the fact of using English extensively

among the participants while utilizing modern technology, they report that the language of Microsoft Windows is Arabic with a high mean score value of 4.11.

Table 17. Descriptive analysis of using English when utilizing technology.

Item	Mean	Std. Deviation	Level
The input language of my mobile device is English.	4.08	1.510	High
The primary language of my Microsoft Office is English.	3.96	1.430	High
I already installed three or more English-speaking applications into my mobile device and/or PC.	4.10	1.215	High
English is the language of my Facebook application.	4.15	1.434	High
I use the Arabic version of Windows.	4.11	1.318	High

To put it succinctly, the analysis of the current data showed that English-language students at Al alBays University tend to mix English within their Arabic speech frequently for linguistic reasons and when they utilize technology. This result is fairly connected to Al Hayek's (2016: 135) point that students "code-mix in contexts pertaining to particular fields of discourse and for linguistic reasons".

## 5. Conclusion and recommendations

This research was directed towards establishing a general performance baseline of mixing English with the Arabic speech among students of English language and literature at Al alBays University. This objective was fulfilled by utilizing quantitative approach which analyses statistical data to answer the research questions. Practically, from the researcher's perspective, the popularity of Arabizi among Jordanian university students seems to be the norm rather than the exception. The results reveal the high tendency of mixing English within the Arabic speech among students at the Department of English Language and Literature at Al alBays University in practical contexts involving utilizing technology and for linguistic reasons.

This study was motivated by the lack of empirical studies on the concept of code mixing among students at Al alBays University. To fill a gap in literature of code mixing among Jordanian university students, further studies are recommended to draw a time baseline and a spatial baseline indicators of code mixing; to compare the frequency of using English among students in different time periods -pre-pandemic era and post-Covid19, for instance- and at different Jordanian universities.

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